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ABSTRACT

This volume presents an introduction and 14 case studies by various authors on psychoeducational procedures for assessing minority group children. Included are the following papers: (1) "Psychoeducational Assessment of Minority Group Children: Issues and Perspectives" (R. L. Jones); (2) "Dynamic Assessment: The Learning Potential Assessment Device" (H. C. Haywood); (3) "The Use of Budoff's Learning Potential Assessment Techniques with a Mexican-American, Moderately Handicapped Student" (R. M. Hausman); (4) "Rudy Garcia: A SOMPA Case Study" (J. A. Morrison); (5) "The Texas Environmental Adaptation Measure: Test Development and Standardization, and a Case Study" (L. S. Scott and A. T. Fisher); (6) "The Behavioral Assessment of Conduct Disorder in a Black Child" (W. A. Anderson, Jr.); (7) "Behavioral Assessment and Special Education Evaluation: A Successful and Necessary Marriage" (J. M. Taylor); (8) "Nondiscriminatory Assessment and Informal Data Gathering: The Case of Gonzaldo L." (H. T. Cervantes); (9) "Gloria: A Bilingual/Learning Disabled Student" (H. W. Langdon); (10) "An Alternative Model for Identification of Potentially Gifted Students: A Case Study" (M. G. Dabney); (11) "Adaptation of the Learning Potential Assessment Strategy to Special Education Diagnostic Classroom Settings" (R. M. Hausman); (12) "Nonbiased Assessment of the Preschool Child" (M. L. McEvoy and D. W. Barnett); (13) "Case Study of an Emotionally Disturbed Eskimo Boy--Utuk" (D. L. McIntosh and H. G. W. Bischoff); (14) "Informal Assessment of Intellectual Ability Using Piagetian Tasks" (L. Taylor); and (15) "Using Student Performance Data in Academics: A Pragmatic and Defensible Approach to Non-Discriminatory Assessment" (M. R. Shinn and G. A. Tindal). Biographical sketches of the authors and author and subject indexes are included. (JB)

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